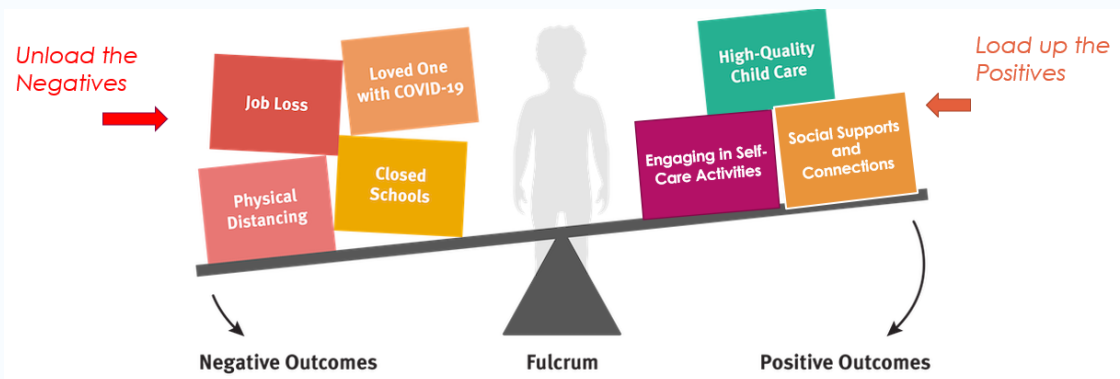


Coping with Stress and Emotion Regulation During COVID-19 and Beyond

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Adapted from Center on the Developing Child, Harvard University



DIFFERENT TYPES OF STRESS



- 1) Positive: "Good stress," like meeting a new person or doing something new
- 2) Tolerable Stress: Temporary stress responses which may be overcome with family/ friend support (e.g., COVID19)
- 3) Toxic Stress: Ongoing stress without protective relationships (e.g., abuse, neglect).

THOUGHTS ARE NOT FACTS!

The way we think about things impacts the way we feel! There are times when our thoughts are unhelpful and negative. By recognizing these thoughts, we take the first step to changing them!

Try noticing your thoughts without reacting to them!



MINDFULNESS AND FAMILY PRACTICE

Mindfulness is a state of nonjudgmental awareness of the present moment.

Regular mindfulness practice can help develop better emotion regulation and mental health. It also helps develop executive functioning skills that allow us to make better choices.

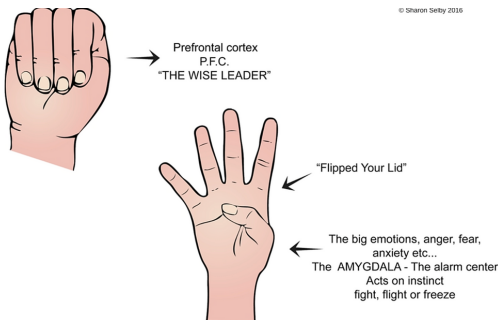
As families, we can make time-in part of our daily lives, such as:

Pick a few times over the week to re-connect and notice the breath for a few minutes, this cultivates stillness and being present together. You can make this playful with younger children by pretending you're breathing in something delicious (e.g., cookies) and breathing out (blowing) birthday candles.

Pick a time as a family to share gratitude/ thankfulness at the end of the day together.

Pick a time as a family to share something kind that each person did that day.

Go for a mindful walk together and use your senses to be fully present.



CONNECT AND REDIRECT

First, connect with your child, acknowledge and stay in the emotional state, tune in to how your child is feeling. At these moments, logic isn't our primary vehicle for bringing in sanity.

Second, redirect through problem solving and discussion together.

RESOURCES: BOOKS

Self-help/ parenting books:
 "Don't let your emotions run your life for teens" by Sheri Van Dijk
 "The Anger Workbook for Teens" by Raychelle Cassada Lohmann
 "The Anxiety Workbook for Teens" by Lisa Schab
 "CBT Workbook for Kids" by Rachel Davidson Miller
 "CBT Toolbox for Children and Adolescents" by Lisa Phifer (and colleagues)
 "Brain Child" by Daniel Siegel and Tina Payne Bryson

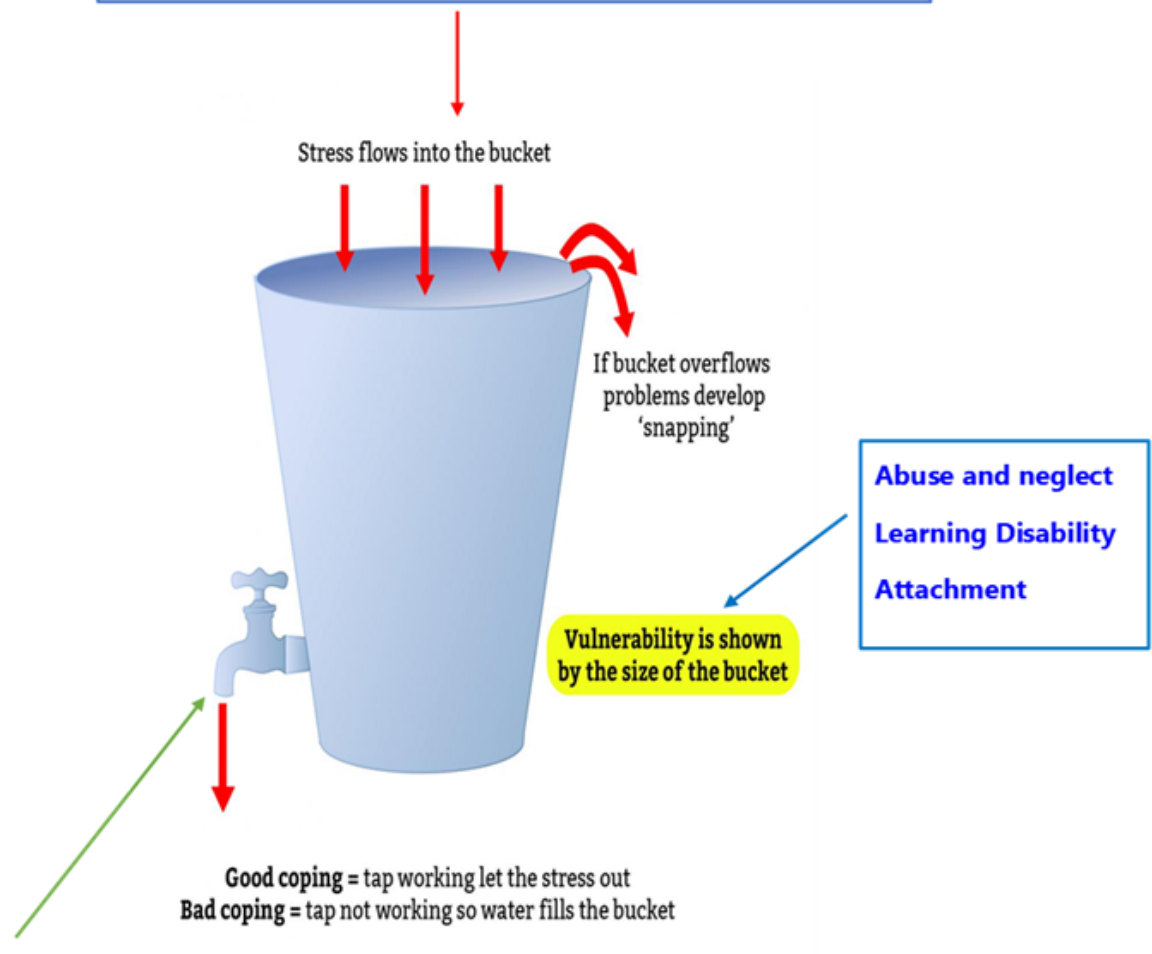
Children's books:
 "The Magical Yet" by Angela DiTerlizzi
 "Hey Warrior" by Karen Young
 "Peaceful Piggy Meditation" by Kerry Lee MacLean
 "I Think, I am!" by Louise Hay and Kristina Tracy
 "How Full is Your Bucket?" by Tom Rath and Mary Reckmeyer
 "The Invisible String" by Patrice Karst
 "Visiting Feelings" by Lauren Rubenstein & Shelly Hehenberger
 "Steps & Stones: An Ahn's Anger Story" by Gail Silver
 "Mindful Monkey, Happy Panda" by Lauren Alderfer and Kerry Lee MacLean

RESOURCES: APPS AND HELPFUL LINKS

APPS for Mindfulness:
 Headspace, Calm, Molehill Mountain Anxiety App (for individuals with ASD)

Helpful Links:
 CHEO toolkits for parents and youth: <http://www.shared-care.ca/toolkits>
 Lives in the Balance: <https://www.livesinthebalance.org/>
 For younger children:
 Elmo's Belly Breathe video and "Just Breathe" video: https://www.youtube.com/watch?v=_mZbzDOpyIA&t=34s and <https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad>
 Challenging Kids (has various resources on Anxiety and Behaviours): <http://www.challengingkids.com>
 Children's Mental Health Ontario: www.kidsmentalhealth.ca
 Child Mind Institute: www.childmind.org
 Caring for Kids: www.caringforkids.cps.ca

School difficulties Difficulty adapting to change
 Separation from family/friends Lack of sleep
 COVID-19 worries Routine disruption



- | | |
|--------------------------------------|--|
| Rest and relaxation/ reduce demands! | Good Sleep and Eating Habits, Exercise |
| Social support | Doing something fun |
| Structure and routine | Mindfulness/ Stress coping |
| Identifying and processing feelings | Reduction in sensory discomfort/ quiet space |
| Reduce social media | |

STOPP

TAKE A BREATH

OBSERVE: What am I thinking?
 What am I reacting to?
 What am I feeling in my body?

PULL BACK: Put in some perspective. See the bigger picture. Is this fact or opinion? How would someone else see this?

PRACTISE WHAT WORKS: What's the best thing to do for me, for others, for this situation?

ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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